

Land Acknowledgement

A **Land Acknowledgement** is a formal statement that recognizes and respects Native and Indigenous Peoples as traditional stewards of this land and the enduring relationships between Native and Indigenous People and their traditional territories. Below is the statement that the Office of Equity and Diversity created for Springfield Public Schools R-12:

As we begin our training, we want to **acknowledge** and honor the **Native and Indigenous Peoples** whose land we currently gather on. **Springfield Public Schools** is built on ancestral territory of the **Osage, Delaware and Kickapoo Nations and Peoples**. In doing social justice work, it is important we acknowledge the dark history and violence against Native and Indigenous People across the world. In this work, we are committed to promoting, supporting and affirming all communities, especially those that are marginalized.

EXHIBIT

9

Notes for Equity & Diversity Fall Training 2020

Our Collective Why

The Board of Education recently adopted an additional Focus Area to the Springfield Public Schools Strategic Plan known as Focus Area V which is committed to Equity and Diversity.

Equity and Diversity within SPS is no longer just a value but part of the district strategic plan with measurable goals and outcomes to ensure we are creating an inclusive, equitable, accessible and affirming learning and working environment for all students and staff.

George Floyd Video - Reflection

Environmental Scan Video

Group Discussion (Oppression - Systemic Racism - White Supremacy)

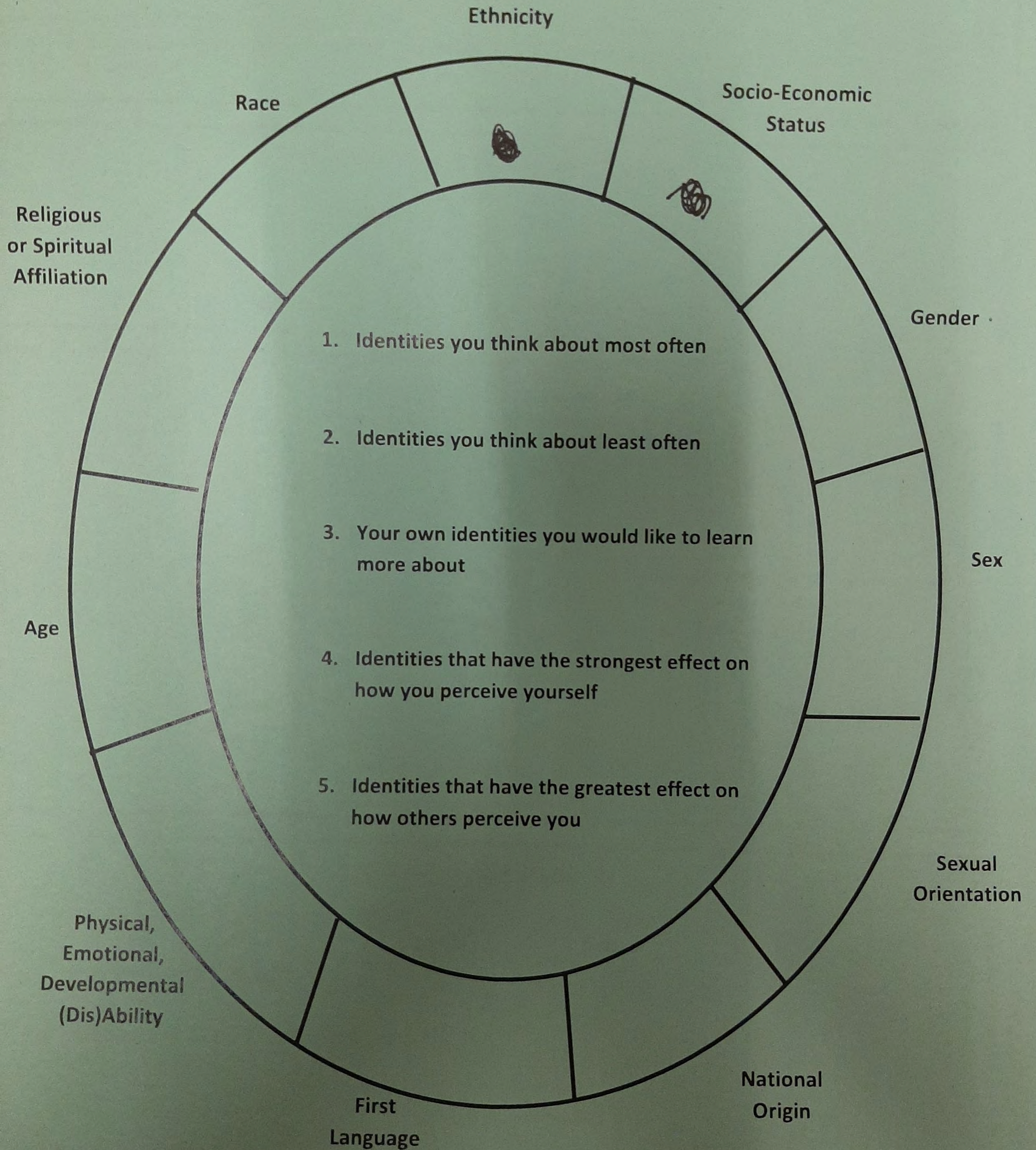
Anti-Racism Reflections

How does this statement impact your role at SPS?

It doesn't

What steps will you take to become an anti-racist?

What tools/supports will you need to be anti-racist?



Adapted for use by the Program on Intergroup Relations and the Spectrum Center, University of Michigan.

Resource hosted by LSA Inclusive Teaching Initiative, University of Michigan (<http://sites.lsa.umich.edu/inclusive-teaching/>).

OPPRESSION MATRIX

TYPE OF OPPRESSION	PRIVILEGED SOCIAL GROUP	BORDER SOCIAL GROUPS	OPPRESSED SOCIAL GROUPS	SOCIAL IDENTITY CATEGORY
RACISM	White People	Biracial People	Asian, Black, Latina/o, Native People	Race
SEXISM	Male assigned at birth	Intersex People	Female assigned at birth	Sex
TRANSGENDER OPPRESSION	Gender conforming CIS- men and women	Gender ambiguous CIS- men and women	Transgender, Genderqueer, Intersex People	Gender
HETEROSEXISM	Heterosexuals	Bisexuals	Lesbians, Gay men	Sexual Orientation
CLASSISM	Rich, Upper Class People	Middle Class People	Working Class, Poor People	Class
ABLEISM	Able-bodied People	People with Temporary Disabilities	Disabled People	Ability/Disability
RELIGIOUS OPPRESSION	Protestants	Roman Catholic (historically)	Jews, Muslims, Hindus, Sikhs	Religion
AGEISM/ADULTISM	Adults	Young Adults	Elders, Young People	Age

White

OVERT WHITE SUPREMACY

Socially Unacceptable

LYNCHING HATE CRIMES
BLACKFACE THE N-WORD
SWASTIKAS NEO-NAZIS
BURNING CROSSES KKK
RACIST JOKES RACIAL SLURS

CALLING THE POLICE ON BLACK PEOPLE
EDUCATION FUNDING FROM PROPERTY TAX
SCHOOL-TO-PRISON PIPELINE

Supremacy

COVERT WHITE SUPREMACY

Socially Acceptable

MASS INCARCERATION
BIPOC AS HALLOWEN COSTUMES
PRIORITIZING WHITE VOICES AS EXPERTS
NOT BELIEVING EXPERIENCES OF BIPOC
ENGLISH-ONLY INITIATIVES
COLORBLINDNESS
WHITE SAVIOR COMPLEX
RACIAL PROFILING
SCHOOL-TO-PRISON PIPELINE
TREATING KIDS OF COLOR AS ADULTS

DISCRIMINATORY LENDING
HIRING DISCRIMINATION
BLAMING THE VICTIM
TOKENISM
TONE POLICING
WHITE SILENCE
CLAIMING REVERSE-RACISM
RACIST MASCOTS
ALL LIVES MATTER
EUROCENTRIC CURRICULUM

Terminology

Race and Ethnicity

African American – (Black)

Black people who live in America but are from other parts of the world other than Africa may not identify as African-American. However, those factions of people may still consider 'Black' to be their identity. "Black" is a term that was used as a sense of pride and empowerment during the so-called "Black power" movement in the 60s and 70s. Black has also become a more widely used term by generations who while acknowledge their lineage may have started in Africa, but prefer the term Black to demonstrate its global context and give it power.

Hispanic, Latino/a – (Latinx)

The word "Latinx" (pronounced "La-teen-ex")

Latinx is the gender-neutral alternative to Latino, Latina and even Latin@. This term aims to move beyond gender binaries and is inclusive of the intersecting identities of Latin American descendants. In addition to men and women from all racial backgrounds, Latinx also makes room for people who are trans, queer, agender, non-binary, gender non-conforming or gender fluid. The "x" rejects the gendering of words, especially since Spanish is a gendered language. Using the terms Latinx is also used as a way to reclaim their identity and form a rebellion against the language and legacy of European traditions that were imposed on the Americas.

Native Americans, Alaskan Native, First Nations People, First People – Indigenous)

Native American – Member of any of the aboriginal peoples of the Western Hemisphere whose original territories and lands were in present-day Canada and the United States.

Alaskan Native – Indigenous peoples of Alaska, **not eskimos**

First Nations People/First People – This term recognizes the political and cultural sovereignty of tribal communities, as well the fact that (simply put) their ancestors were here first. But it is also important to identify someone by their individual nation. This term is used many times in reference to indigenous people from Canada.

Indigenous People – Also known in some regions as **First peoples, First Nations, Aboriginal peoples or Native peoples, or autochthonous** peoples, are ethnic groups who are the original or earliest known inhabitants of an area, in contrast to groups that have settled, occupied or colonized the area more recently.

Asian – People who have descended from a portion of Asia's population. **Not all Asian people are Chinese. Oriental is no longer an accepted term.**

Asian Pacific Islander – A person with origins from the Far East, Southeast Asia, South Asia, or the Pacific Islanders. This area includes, for example, China, Japan, Korea, the Philippines and Samoa and in South Asia, includes India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Bhutan.

Focus Area V – Equity & Diversity

Equity and Diversity within SPS is no longer just a value but part of the district strategic plan with measurable goals and outcomes to ensure we are creating an inclusive, equitable, accessible and affirming learning and working environment for all students and staff.

Focus Area V – Equity & Diversity Goal

Create and sustain a learning environment that supports equity and diversity through the development of staff, expanding diverse workforce, enhancing academic supports and culturally relevant curriculum while promoting increased engagement and advocacy of underrepresented and under-resourced students.

Focus Area V – Equity & Diversity Strategies

- 5.1.1 – Facilitate learning opportunities for staff and leaders that foster exploration of identity and self, and create applications to demonstrate cultural consciousness in their work.
- 5.1.2 – Develop and deploy improved recruitment, collaboration and communication structures to enhance and diversify the workforce.
- 5.1.3 – Review, improve and expand programming and services for under-resourced and underrepresented students.
- 5.1.4 – Review and expand the curriculum to reflect student identities lived experiences, cultural history and significant contributions.
- 5.1.5 – Research, develop and deploy engagement and advocacy policy, practices and programs that support students and staff, and foster greater community engagement.

Guiding Principles

Stay Engaged

Lean into your discomfort

Speak YOUR Truth and from YOUR Lived Experiences

Acknowledge YOUR privileges

Seek to Understand

Hold YOURSELF accountable

Be Professional

Greetings! I would like to begin our training by welcoming our Equity Trainers who are representing the Office of Equity and Diversity and facilitating today's training. This is the second year SPS is going through the fall district-wide equity training and it's important we continue this significant work for our own personal and professional development, but also for our work with our students. Please give our trainers your full attention as they deliver the learning today. Considering the pandemic and racial injustice experienced by the Black community this year, it is important we as a system, develop our understanding of these inequities and better prepare ourselves for the re-entry of our school. Equity and Diversity has been a value of the district for some time, but since the spring, it is now reflected in our district strategic plan with the support of the Board of the Education and administration. This means that this is more than a value, but now part of our work and job responsibilities. As the district will be held accountable to ensure Equity and Diversity take place and is affirmed in our schools, we all are now accountable in this work as well. Growing a deeper sense of cultural consciousness is something we must commit to, not just for ourselves but for all our students. As with any presentation, I ask that you remain engaged and professional and provide our trainers complete attention and respect.